

The Church School Teacher

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THE CHURCH SCHOOL TEACHER

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JUNE 1954

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Bible Camp.

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Just a Few Words

By THE EDITOR

THIS is the quarterly Christian Growth "helps" issue. Many readers depend on these quarterly issues to help them prepare their next quarter's Sunday School lessons. Some schools use the issues as the bases for teachers' meetings. Increasingly we hear reports of improvement in teaching where the department teachers do their lesson preparation together. If the department in which you teach or the leader is not using the cooperative-preparation plan, suggest to your associates that this might be a good time to try it.

Drama Workshops

Frequently we are asked to suggest ways to make the presentation of Easter and Christmas "programs" more effective. Here is the suggestion: send someone from your church to the 1954 Drama Workshop to be held at Green Lake, Wisconsin, August 14-21. The workshop is sponsored cooperatively by the Protestant churches of North America. It is for *beginners and experts*.

The workshop will include *Beginning Production Techniques*, *Advanced Production Techniques* (Staging and Lighting; Costume and Make-up), *Creative Drama* for Children and Junior High, *Beginning Play Direction*, *Advanced Play Direction*, *Beginning Rhythm Choir*, *Advanced Rhythm Choir*, and a *Forum on Religious Drama*.

If you want a folder giving details about registration, transportation, and costs, please write me.

Lutheran Braille

Some issues back we ran an article on the John Milton Society for the Blind, which is doing such a fine work for our churches. This month we follow it with the story of our own *Lutheran Braille Evangelism Association* written by its Promotion Director, Mr. John B. Erickson.

The cover shows the author, Mrs. Erickson, and the master eye guide dog, Chief.

"For Every Child"

"We need teachers—women, men!" That is the cry from so many church schools. Incredible, when you recall how often we commit ourselves through prayer and song to the Great Commission. Our people must be constantly encouraged to get into the Church's teaching program.

The motion picture film, "For Every Child," will help you enlist new teachers. It is the story of a man who saw the light. The film can be rented through your audio-visual service. Get it for your Brotherhood program and for

meetings of other auxiliaries. I think it will attract leaders.

What Version?

Questions come to us about versions of the Bible. For confirmation gifts, for general Sunday School use—what version should be purchased? *Our answer is: Buy the Revised Standard Version.* Our church school curriculum in its new or revised courses will use the R.S.V. exclusively.

* * *

This is the last issue of THE CHURCH SCHOOL TEACHER until September. Happy Days!

ONLY JESUS

Every penitent transgressor
Has but one true intercessor
At the Father's throne.
For we know from sacred story
Christ is all our hope and glory,
Only Christ alone.

Though in us there is no merit
We through Jesus will inherit
Life beyond the grave.
Only Jesus, and none other,
Saviour, Lord, and loving Brother,
Only He can save.

—ROBERT DOLF.

Director's Column

By R. A. VOGLEY

American Lutheran Church

THE SUMMER months are important. Even though the attendance may drop sharply in many Sunday schools, yet we believe that just as there are worship services every Sunday in a local church, perhaps with some adaptation of schedule and time, so the congregation should study God's Word every Sunday. The Lord in His Great Commission did not say, "From September to July teach them to observe, but during July and August it isn't necessary."

Your vacation school will be held during the summer months. Many new contacts can be made through effective publicity and personal work. As you read in the last issue attendance can be built and schools can be held at almost any time.

Teachers

The summer months are also important for the teachers. Many could have the opportunity to attend the Church Workers' Institutes which will be held at Seguin, Texas, May 30-June 4; Waverly, Iowa, June 13-18; Columbus, Ohio, June 28-July 2; Ellensburg, Washington, July 25-30; San Dimas, California, August 1-6;

and Onamia, Minnesota, August 15-20.

Training opportunities should be considered for new and experienced teachers. Is a Zone Institute to be conducted in your area? Are your teachers and prospective teachers going to attend that Institute? What plans are you making to follow up the work of the Institute in your own congregation with your own teaching staff? Are you going to have regular meetings so that the theme of "Planned Teaching" can be developed throughout the year?

Evangelism

The Board was requested by its District Representatives to prepare new evangelism material for the fall of 1954 somewhat after the pattern of the posters which were widely used in 1953.

We are planning to have five posters and a guide for both superintendents and teachers in promoting evangelism and in incorporating various points into the regular Sunday school lessons. Our American Lutheran Church had a fine increase in Sunday school enrollment in 1953. Approximately 18,000 new pupils were enrolled.

There should be a similar increase this year since there are so many more boys and girls and men and women who should be studying God's Word. Plan now to have a strong emphasis on evangelism in the fall.

Parents' Classes

Even though you may have had a successful Parents' Class in your school last fall you need to reach new people, especially the parents of your new pupils and the other parents who did not attend the parents' class last year. Personal calls are still the best method of arousing the interest of those who do not attend the class.

If you did not start a Parents' Class last fall you may want to do so this fall. The basic suggestions are still valid. You may secure from your District Committee the filmstrip *Hand in Hand*. Other materials may be secured from the Board.

The Weekday Church School

It is important that more time be given to Christian education. Our Juniors should be better prepared for the pastor's confirmation classes. Sometime during the week, either on released time, dismissed time, after school time or on Saturday a regular school can be held using our Junior Lutheran material.

Confirmation Classes

Also make some plans for highlighting the importance of the confirmation classes in your congregation, the membership of the new class, and the work that is to be done and the reason for it.

"That They May Have Life"

All that you plan and all that you do is a part of the work which is necessary in order that we may fulfill the Great Commission and make it possible that all for whom Christ died may have life and have it abundantly.

It is said that children learn ten percent of what they hear, fifty percent of what they see, and ninety percent of what they actually participate in. Larger floor areas, greater freedom, more creative activity, and pupil participation in a guided rather than an imposed curriculum require more floor space. The situations into which a child can project himself happily in an actual experience of Christian living are very definitely limited by use of an 8' x 10' classroom.

From an article by C. HARRY ATKINSON,
Director, Bureau of Building, N.C.C.C.

Need of Christian Literature for the Blind

By JOHN G. ERICKSON

A FIELD that has been sadly neglected is Braille-land, where twelve million people are groping in physical darkness, and many of them also in spiritual darkness. Because people do not realize that there are that many sightless folks in this world of ours—close to three hundred thousand in the U. S. A.—they have not been much concerned about bringing the gospel light to them in the Braille type.

What's Being Done

Many churches, cults and sects have been anxious to place their Braille literature at the disposal of the blind. The Roman Catholic Church has over five thousand books for its sightless people to read. The John Milton Society, comprised of many of the Protestant groups and headed by Helen Keller, is doing a commendable work in bringing a monthly magazine and Sunday School lessons in the embossed type. Where does the

Lutheran Church come in? It took some years before anything was done by this group, but now the Missouri Synod has a good work started. Most notable are their Braille Library at St. Louis, Mo., a monthly Braille magazine called, "The Lutheran Messenger for the Blind," and their monthly Bible studies.

Glad to Help

I have felt for some time that all Lutheran groups should be engaged in an earnest effort to secure more Christian literature of a Lutheran character for Braille-land, and I have been traveling far and wide the last few years, speaking in many churches of the National Lutheran Council, informing people of the spiritual needs of the physically handicapped. I have found our people are glad to help when informed of this need.

At first my sighted wife, my guide dog, Chief, and I traveled on our own for several years, but two years ago the Lutheran Braille Evangelism Association was organized by pastors and lay people of the several synods of the N. L. C. to sponsor us in our endeavors.

Mr. Erickson is Promotional Director of the Lutheran Braille Evangelism Association. His address is 2723 York Ave. North, Minneapolis 22, Minnesota.

We are sent out on a salary basis, and all money contributed by the churches is sent to the treasurer of the association, for use in printing Braille literature and so-called talking-book records.

Four Projects

The association has four projects, namely, "The Christian Lending Library for the Blind," located at present at Faribault, Minn., from which Braille books and talking-book records are loaned to those who wish to avail themselves of this service. These books are sent through the mail free, the government having given that permission. There are over 500 Braille books in this library now and some records. The library serves the whole English-speaking world. There is also a branch in Japan, one in Manila, and one in the Philippines.

The second project is the Braille tracts called, "The Tract Messenger." Embossed tracts are mailed to over 500 sightless in all parts of the English-speaking world, and several foreign countries. Gifts received from Sunday Schools support this project. *Names and addresses of blind who would like*

these tracts are desired. You can help by sending such names to me. The recipients must know how to read the Braille type, of course. From letters received we know that the blind appreciate these tracts more than anything else.

The third project will be the printing of the new Common Hymnal in the dotted system as soon as it is ready. These books will be placed in churches where blind people come to worship regularly. Memorial gifts go into the Hymnal Fund.

We are hoping to tackle a fourth project, "Sight-saving Print," literature in large black ink print, especially helpful to older folks, whose sight is beginning to fail them. The book, "At Eventide," is a very good book in this type. The American Bible Society has the Bible in extra large, black print. We hope to have a monthly publication in this type some day.

Your help and prayers in our endeavors in behalf of the sightless will be much appreciated. If you wish to help in the Braille Tract Mission, send contributions to Miss Anne Peterson, 1619 Portland Ave., Minneapolis, Minn.

Life is a turnpike. Sundays are the filling stations along the way.—
REV. MAX GOLDMAN, *Christian Advocate.*

Memory Work in Confirmation Instruction

By GERHARD H. DOERMANN

*Professor of Christian Education
Capital University Seminary*

This is the final article in Pastor Doermann's series of four.

IV. Hints for Helping Learners Memorize

In the heading for this section the word "Memorize" is used in a broad sense to include both verbal memorizing and ideological recall. Since memorizing word for word is never an end in itself, it is always difficult to motivate learners really to do a good job of memorizing. This has become increasingly true in late years. The impact of ever new and changing impressions provided by radio and television, has seemingly made youth allergic to any kind of repetition in the learning process.

Share the Final Goal

The influence of progressive education has helped to make boys and girls lazy learners (even if that was not intended). Yet the power of recall is important in the learning process, in many areas of learning as well as in Christian education. We must do our best

to motivate our pupils to do a good job.

One method or way is to share the final goal with them. That is to say, we must strive to give them a vision of what it means to be a true child of God, trusting and serving Him completely, and pointing out specifically that even the chore of memorizing is part of our service to God, and will help to prepare us for even greater service. This means that our entire approach must be of a highly inspirational character. It means that we must meet their problems squarely and answer their questions honestly and with full conviction.

For Limited Outlookers

It is not always possible to do this with the age group with which we are dealing in our confirmation classes, and the younger such classes are, the more difficult it is. Many early adolescents are not

yet idealists. They have not yet dreamed dreams or seen visions. They may still be limited in their outlook to the here and now, to the tangible, the material.

For such it is wise to use a variety of approaches and drills to keep them interested in such drudgery as memorizing. The element of competition may be used in a variety of ways. These are not ideal, of course, but they may be necessary to keep enough interest alive in the work so that too much time is not wasted. If by competition of some kind we can provide them with a feeling of satisfaction in accomplishment, even though they see no purpose in the accomplishment itself, we have done better than if we had resorted to some kind of reward or punishment.

To Fix the Groove

Repetition is necessary for both verbal memorizing and for ideological recall. The type of repetition will vary in each of these areas, however. In verbal memorizing it requires going over the same pattern of words again and again, in order to fix the "groove," as Dr. Weigle calls it. Saying it aloud while studying, writing it in addition to reading it, these favor quicker memorizing. For these de-

vices use or follow the principle of intensity; a deeper impression or "groove" is formed because the impression is being made through more than one sensory channel.

If our problem in such work is lack of attention, perhaps a variety of drills or exercises will be of help. Give them the same work in a new way, and the sameness will not be so apt to kill attention and interest. An efficient learning does depend upon attention. The principle of primacy makes it quite clear that the more attention is centered upon and limited to a definite task, the sooner will that task be accomplished.

Mere Repetition

What has been just said above on variety is also essential to ideological recall or the building of concept patterns. And this is, perhaps, the most important part of all that has been said. If we attempt to build concept systems or thought patterns by always reviewing the system in the same way, if it is *mere* repetition, then it becomes nothing more than verbal memorizing. For their expression of the thought pattern will tend always to be the same and to follow the same order, even when they use their own words and not the words of Luther's explanations,

for instance. They will establish a natural pattern so that one word recalls the next in the chain; and the idea and the pattern of ideas related to it will be relegated to the background.

Let us use the second Article again as an illustration. We want our learners who are about to be confirmed to be able to "think through" the basic elements of Christian truth contained in the Article. To enable them to recall the total, we must review often. But when we review, we begin at different points, or we approach it now from the Biblical angle, the next time from the practical. We must help them to think it through from different angles, in different sequence, if it is not to become mechanical and meaningless, and degenerate into mere word-for-word memory.

Creative Writing

Other means of providing variety in approach and sequence is afforded by the technique of creative writing, asking them to write an essay on the Saviour, or on the topic "What it means that Jesus is your Lord," and the like. Wherever we start and whatever methods we use, we must guide them by our questions so that they get the complete system, without

any gaps in the essential ideas which belong to that system. Again, the use of a workbook may provide a different approach for one session or review of a concept system.

The chief difference between this type of recall and verbal recall, is the fact that they express these ideas in their own word and in different ways when the subject is approached from a different angle. This in itself helps to establish the relevancy of what they are learning for their lives.

Luther's Explanations

The question will arise whether it is unwise to use the exact words of Luther's explanation to help establish such a thought pattern. Such explanation furnishes the instructor with a guide to the complete thought pattern necessary, but if it alone is used and memorized, it becomes mechanical, lifeless, and irrelevant. I do favor memorizing Luther's explanations, but more important than such memorizing is the ability to think through the complete topic presented in one of his explanations.

To make memorizing of Luther's explanations vital and worth while, it is wise, whenever possible, to build the individual concepts first and at least begin to

establish the concept system. Then when attention is devoted to this same concept system in the words of Luther, the value of his fine summaries is more easily recognized, and his words become not merely words to memorize, but an expression of convictions.

Much remains to be said in every division of this presentation. It is the writer's hope that enough has been said to stimulate some thinking, not only on the subject of memory work, but on the need for vital, life-related teaching of the Catechism.

THE TEACHER'S RESPONSIBILITY

Copenhagen, Denmark—(NLC)—Through ecumenical co-operation the churches of the world must create a world-wide public opinion condemning war, it was declared here by Bishop Otto Dibelius of Berlin, head of the Evangelical Church in Germany.

The German church leader, who is presently visiting Denmark, told Danish clergymen and students that all Christians must now ask themselves the question: How can we prevent war?

The answer, he said, is that there is only one way: To teach the people of the world new ways of thinking.

He stressed that it was the task of the Christian churches to create a new atmosphere in the world, because "the politicians, poor devils, cannot do it, being watched by governments and prevented from saying anything that might hurt the governments or their party interests."

Claiming that the Church has great opportunities to work toward peace, Bishop Dibelius said the churches must work for a United Europe, but added, that "only a union which will also include Russia and Poland can prevent war."

He said it was God's will that not only individuals but also nations "fight down their egoism" and that "what seems an utopia today may be a reality tomorrow." The Church of Jesus Christ would be very poor if it ceased striving for utopia, he added.

Your Youngsters Going to Camp?

Some Suggestions to Parents by a Physician

By D. M. OLSON, M.D.

Church camps for children are on the increase. Good health is important for happy camping. So we asked Dr. Olson to get us started with an article on health considerations. Please pass it on to parents.

THE BIBLE Camps sponsored by our churches during the summer vacation months offer our children an opportunity for Christian education and practice in an out-door, away-from-home setting which is not often available. Of course, we would like the camp stay of every child to be as happy and profitable as careful planning and precautions will allow. It is the purpose of this discussion to review some of the principles which will result in the probable good physical health and comfort of your child away from home.

A Wonderful Place

Just as in the classroom or Sunday School, the camp is a place where many children of many contacts congregate in playing, learning, eating—and also sleeping—and a wonderful place for the spread of certain illnesses. And since the child will in addition be under the guidance of a leader who may well be unfamiliar with the usual healthy behavior of your

child, and the ways with which your own child responds to illness, it is of first importance that your child be sent away to camp with the reasonable prospect of good health.

Preparation

Though many factors will bear upon this point, the single easiest way to estimate the child's health status will be a conference with the child's regular physician shortly before departure. Children with active illnesses should be excluded, since it is difficult to anticipate the way in which a person will handle a certain illness at a certain time, especially under conditions of increased activity and excitement, and also because such children may be a source of infection to their mates. In this connection, the basic immunizations should be up

Dr. Olson is a child specialist associated with the office of Erling S. Platou, Pediatricians. He is a member of Normandale Lutheran Church, Edina, Minnesota, a suburb of Minneapolis.

to date and it is wise to have had a recent negative reaction to the skin test for tuberculosis.

Those children who are allergic, and can be expected to develop asthmatic episodes, or hives, or severe hay-fever, or poison ivy, all need individual consideration. There are many children who respond to a change of the daily routine, or to excitement, or to minor infections, with abdominal pain and cramps. All such kiddies should be investigated to the point that the child's physician is confident that nothing is seriously wrong before the child is sent away from home. Certain children may be receiving day-to-day medications from their doctor; it is best to entrust all such drugs and directions for administration to the camp leader.

Children who have been exposed to contagious and infectious diseases to which they are not immune should probably be kept at home for the duration of the incubation period. The decision is easy for diseases such as polio, red measles, scarletina, or infectious yellow jaundice, but may be individualized for something like the common cold.

The child should also be emotionally and mentally prepared for the camp experience. This relates almost entirely to the age of the child, but those children with more

than the usual behavior problems may be evaluated by the child's physician.

The type of clothing to be sent with the child will be dictated by current fads and fashion, and by the possible range of weather conditions. Children's clothes should be washable, rugged, easily donned or removed by the child, and no article should be so heavy that the child must choose between uncomfortable heat or cold. Frequent changes of undergarments, socks, and shirts should be available, and a laundry bag for soiled clothing is a simple and inexpensive convenience which both your child and his bunkmates will appreciate. An extra pair of shoes should be provided, though it is thoroughly healthy for them to run barefooted if accidents are unlikely.

Accident Prevention

The prevention of accidents is a very important and subtle point. Your camp leaders will do all that adult planning, foresight, and experience can accomplish. Most public schools have undertaken educational programs for accident prevention, but the most fruitful scene for accident prevention is the child's home, years before he goes to camp.

Accidents vary widely in their immediate causation, but the deepest underlying reasons are always

The same—carelessness or ignorance. The child who has been taught how to swim, not to start fires, not to climb to precarious heights, and to leave the aspirin bottle alone, will not get into trouble. The surest way to prevent a blistering sunburn at camp

is to have the child nicely tanned at the time he leaves his home.

In the final analysis the decision of whether or not your child should attend camp must take into account the permanent and unforgettable benefits such an experience offers.

Gleanings

Loyalty Oaths

IN RESPONSE to a ruling that churches in California must take a loyalty oath in order to be exempt from taxation, 6 churches in the San Francisco area refused to sign while another half dozen signed under protest. It is expected that they will carry their case to court to determine whether the oath-signing can be required as a basis for tax-exemption.

In Los Angeles, the Southern California Council of Churches objected to the condition that churches must swear that they have no intention of trying to overthrow the government, saying that this may be "the first step toward control over the life and teaching of the churches."

The Council objection is twofold. It feels that if the involvement of churches is purely incidental with no original intention of implying that they might be dis-

By AXEL V. BECKMAN

loyal, "the Legislature should review the situation and initiate such revisions as would be required to eliminate this requirement for churches and religious organizations." On the other hand, if the state now thinks that the churches are becoming suspects, the Council states, "we must record our rejection of the implications involved. We believe the churches and clergy not only completely loyal, but instituting a foundation unit of American society out of whose influence and life the very concepts of American political order have developed."

In this reporter's opinion, all Christians, and particularly pastors and Church School teachers, must first hold high the ideal of Christian democracy and patriotism. By so doing they will not only ridicule the idea of subversive activity within the churches but also help to quell the tide of suspicion which has begun to flood our country and which is so distinctly un-American.

"This Is the Life"

The Lutheran Witness reports that "This Is the Life," the TV series which is presented weekly by the Lutheran Church-Missouri Synod, was the only such program sponsored by a religious organization to win an award for 1953 from Freedom Foundation, Valley Forge, Pennsylvania.

* * *

"Of the People"

The Lutheran Witness also reports a statement from Dr. Ralph Sockman, radio preacher and pastor of Christ (Methodist) Church in New York. Addressing the 6th national assembly of United Church Women Dr. Sockman stated that the next great religious revival in America "will come through the pew rather than the pulpit." "We may stimulate religious interest by radio and TV," Dr. Sockman continued, "but these cannot substitute for the work of the local church. An ounce of personal experience is worth a ton of professional propaganda." His statement should encourage Church School teachers in their work, for it is largely through their work that a true personal experience is engendered in the hearts and minds of our youth.

To further emphasize his meaning, Dr. Sockman added, "If there is to be any solid advance by the Church, it will not be so much by

high-pressure mass meetings as by the development of intelligent, devoted churchmanship. Our religious faith must be better translated into concrete daily living."

* * *

"Going Our Way"

The Christian Herald, in response to the report of the Roman Catholic Church in the United States that it had received 1,071,897 converts (presumably predominantly from Protestant churches) in the last 10 years, assigned Will Oursler to analyze the facts. Using a cross-section of Protestant ministers and working on a source-percentage 10 to 20 times greater than is used in surveys by leading public opinion analysts, Mr. Oursler discovered that some 4,144,366 Roman Catholics had converted to Protestant churches during the same period of time. Allowing for a possible margin of error, the Herald states, the total number of Roman Catholic-to-Protestant conversions could hardly be less than 3,000,000 and is probably closer to 5,000,000.

In the reasons given by the ministers for this conversion-trend, mixed marriages rates highest. Other reasons include intellectual differences with Roman Catholic dogma, and the need for greater freedom of personal belief and interpretation.

The Church Library

PART 3: WHAT OF THE CHILD?

By HENRIETTA FORGE DIESING

Miss Diesings series closes with this article. Ed.

PERHAPS the reader of this article has had the same unawareness of the wonderful opportunities for guided reading to be found in the children's department of the Church Library as had the writer until actively working with books for the very young. How often do we find book collections in a church proudly pointed out to us, books carefully purchased from suggested lists in various Church periodicals. How many of these books are below adolescent reading level? A startling few!

Where Begin

Where shall we begin in book selection? Let us remember that a child learns to read before he can recognize the printed word. He learns to read pictures. "Reading readiness" is the term applied by schools. The child learns to interpret the picture, be it the facial expression of the characters or the action depicted. The gradual introduction of words leads him into a broader concept of the picture, until, as his recognition of the printed word increases, the necessity for pictures decreases. The

child also learns that reading is really talking in print.

The conclusion one can draw, then, is that to teach a young child a love for reading we must begin with picture books rather than with the printed word. How essential is it to supply the Church Library with inviting books for the wee tots? Just as essential as it is to have a Nursery Department in our Sunday School. If we feel that it is important to begin our religious teaching as soon as children learn to follow instruction, it is just as important to supply attractive literature that early too.

Everyday Friend

What little one does not love to handle books even before he is old enough to handle them carefully! This is the age to begin reading guidance. Yes, tots this age are often rough on books, often destructive, but this is the age for parents to teach the loving care of books; to lead their child to feel that the characters in books are our everyday friends who must not be mistreated. This is the age to

teach the child the proper way to open a book, to turn its pages, to keep it clean by handling it only with clean hands.

The misconception many people have of the cost of children's books is quite amazing. They seem to feel that children's books should be cheap just because they *are* children's books. However, just the reverse is true. They are more profusely illustrated, usually in color, the paper is of a more durable kind, and the binding must be sturdy and reinforced. It is poor economy to buy books with paper or board covers.

Comics

True, it is impossible to determine the return on the financial investment in beautiful books for children, but in the long run it is probably less expensive than the dime by dime investment in cheap comics which they themselves will make later if allowed to develop such reading tastes. Not all so-called comics are bad. Not all are cheap. Some are excellent picture books of good stories and classics. Be assured that to surround a child with good books when he is young will guide him safely through the comic craze, because he has acquired a standard of comparison. Thus it is safe to assume that he will learn to choose wisely in this matter as in any other life situation.

If we have offered nothing to our children before adolescence, how can we expect them suddenly to blossom forth with a love for reading and an appreciation of good literature when they become teenagers?

In the October 1951 issue of THE CHURCH SCHOOL TEACHER, Mr. Carl Towley reminded us in his splendid article "Children Learn to Read" that even with perfect attendance in Sunday School we have children for classroom instruction only a total of 208 hours in eight years. When we bring that down to the twenty-six hours per year, we realize how badly additional reading material is needed to stimulate Christian thinking vital to spiritual growth. This charge we cannot delegate to public and school libraries. How essential it is to provide an adequate collection of good reading during these formative years!

Delightful Books

Such delightful books for beginners as the few titles mentioned below carry into every day living the lessons we teach in Sunday School: Walpole, *First Book About God*; Jones, *Small Rain* (Bible verses); Thomas, *If Jesus Came To My House*; Toepperwein, *Through The Window* (God in nature); Lloyd, *Jesus, The Little New Baby*; the Jones series: *Tell Me About God, Tell*

Tell Me About Jesus, Tell Me About the Bible; Barnard, *Bible Friends Who Know*. There are many such books, well bound and attractive. As the child grows older, there are similar patterns of everyday living depicted in books, not just the once-a-week lesson. These books nicely supplement the very things we try to teach.

It is important, of course, to keep a well-balanced book collection, but if one department of your library is used more than another, the children's section more than the adults', for instance, add more titles where they will actually be read. A systematic addition of books is essential to keep reading interests alive.

Therapy

Reading therapy is another avenue of reading guidance with personality problems. The American Book Company Educational Research Service has published a very comprehensive bulletin on reading therapy, suggesting specific titles for certain personality problems.

Finally, we can say that reading level of children is the level at which they can read with ease and enjoyment. That level will vary considerably among children of the same age or even the same grade.

Guidance

Reading guidance must begin with the child's interest. Tactful suggestions and interesting glimpses into books will often steer a child into the right path along which he can travel alone. Sometimes it takes just that little suggestion to point out the road that leads to enjoyable reading. That may be from "shoot-'em-up-cowboy" comics to the Will James books, from space comics to science fiction (*Marooned On Mars*), from historical comics to *The Childhood of Famous Americans* series.

Let us keep faith with our youth. Let us nurture the mental curiosity of the very young and open to them the door that leads to a better adult understanding and a richer spiritual relationship.

TEACHING

Sir Geo. Henschel, the singer and conductor, was asked what method of vocal training he used with his pupils. "I have 25 or 30 students each season," he replied, "and I have 25 or 30 methods of teaching them."—NICOLAS SLONIMSKY, *Etude*.

*Helps for Teachers of Beginners**Christian Growth Series, Beginner I, Fourth Quarter*

By RUTH M. SWANSON

VACATION time! Mary is going to the shore, John to his parents' summer cottage and Suzy to grandpa's farm. It is vacation time and Dad and Mom feel they need to get away, so for the next few Sundays Mary, John and Suzy will not be in their regular classes. Paul's parents will stay home to tend their business and keep open house all summer for visitors. Paul will be proud as a peacock to bring his young friends and relatives to "my church school." So it is with summertime. Just as we expect an exodus of our regular group, we can also expect an increase of visitors.

What will this mean to Mrs. I Will who has promised to teach a beginner's class during the summer?

It will surely mean more thorough preparation. So thorough, in fact, that it can quickly and easily be adapted to a class of fourteen or to one of four. It will mean doing a job of teaching which is more than a Sunday project. More than ever, it will mean extra work:

a more thorough through-the-week preparation. However, it *will* pay dividends in the lives of both pupil and teacher.

Those of us who, like Mrs. Will, are on the job this summer, have the privilege of growing with our stay-at-home regulars as well as our visitors during the next three months. We must not forget to pray for guidance as we prepare to work with those pupils each Sunday.

A quick preview of the fourth quarter's material, shows us that it is divided into only two units. The first unit, "Living as God's Child at Home" encourages the "development of a sense of responsibility and concern for others." Unit B, "We Say Our Prayers" is a study of prayer as it is related to the lives of the children in our classes.

Both units are definitely related to the home. Let us use every opportunity to strengthen a church-home relationship. Personal contacts by individual teachers, letters from the beginners department with an explanation of the aims of each unit and a reminder of the section in each leaflet designed es-

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cially for them will stimulate
 erent co-operation. The more
 me co-operation we have the
 ore effective our work will be.

One of the first things we notice
 out this quarter's guide is the
 ction entitled "How Do You
 epare?" In it Mrs. Fennel
 ares with us insights concerning
 ch specifics in our work as equip-
 ent, materials, plans and pupils'
 d teacher's growth as it is re-
 ted to this or any quarter.

Unit A

The lessons of the first unit en-
 ourage such characteristics as
 edience, independence, responsi-
 ity, appreciation, kindness, cour-
 ay, happiness and a desire to share
 each is related to the home.

Pre-session activities for the
 it? Children love to sing and
 any teachable moments arise dur-
 g a song period. The second
 rse of *Jesus, Friend of Little*
Children is a natural for this unit.
 will be the children's prayer for
 p in their Christian living.
 her appropriate unit songs might
My Father and My Mother
and We're Glad Today. All of
 ese songs are found in *Songs for*
Children.

Another valuable pre-session ac-
 ity is informal conversation with
 e children. It quickly establishes
 od pupil-teacher rapport and
 turally brings the aim of the
 y's lesson into the pupils' think-

ing. Attractive pictures from cur-
 rent magazine covers and adver-
 tisements may easily serve to
 motivate conversation which will
 introduce the day's lesson. *Warn-*
ing: let us remember to keep our
 bulletin boards attractive and up-
 to-date so they will have a con-
 tinuous eye-appeal to our young-
 sters.

Can we arrange any on-going
 project for the unit?

A simple mural can be made by
 fastening a long strip of wrapping
 paper to the wall with masking
 tape. This would be divided into
 eight sections—one for each lesson
 of the unit—and pictures illustrat-
 ing the various activities of the
 home added each Sunday. In order
 not to use too much time for the
 project, we'll need to have illustra-
 tive figures prepared, ready for
 mounting.

Then, wouldn't it be interesting
 to climax this unit by having a
 sharing time with our parents?
 Suggestions for such an activity
 are given in Lessons 7 and 8.

Unit B

The five lessons of this unit will
 enable us to discuss with the be-
 ginners the reason for, the manner
 of, the place for and the object of
 our prayers. Each week prayer
 should become more meaningful to
 them and faith in God strengthened
 as they are helped to "understand
 that God hears their prayers" and

are encouraged in "good habits of meaningful prayers."

Are we still experiencing a little difficulty in securing a prayerful attitude in our groups? The following simple verse is suggestive enough that it will be helpful.

We bow our heads; we close our eyes;

We fold our hands to pray,
And when we talk to Jesus
He hears each word we say.

However, we must be careful that we do not stress an outward form for prayer but guide the beginners to a trustful, loving talking to Jesus.

Spontaneous Prayers

Shall we teach prepared prayers or encourage the use of spontaneous prayers by the children?

The spontaneous prayer voiced at any time during the class session is by far the most valuable. It may come after a song or a story, or it may come following or during another activity. We must recognize those moments and capitalize on them. They might well be the foundation of the prayer life of our youngsters. When we use a prayer intended to be memorized we must be sure the language is simple, informal and understandable by the children.

What about pre-session activities for this unit?

The teacher's guide has various activity suggestions including ways of introducing our stories. We might, however, add some other possibilities. *A Child's Grace* by Claxton has been set to music in several melodies, one of which is included in *Songs for Children* under the title *Thank You For the World So Sweet*. Learning to sing this prayer is an appropriate unit activity. A library would easily become a center of interest for our four's and five's. The following books are applicable to this unit and have illustrations which appeal to children.

"Prayer for a Child"—Rachel Field

"My Prayer Book"—Rand McNally and Co.

"A Child's Garden of Prayer"—Concordia Publishing Co.

As we complete another year's work in the beginner's department, may we keep in mind the underlying aims of this quarter, namely, helping our children grow in their Christian living and in the use of Christian resources. Even though John, Mary and Suzy might be gone for the summer, we do have a responsibility to the Toms and Nancys who Paul might bring to our class. Let us prepare so thoroughly that we can enjoy the challenge of new summer pupils.

Helps for Primary Teachers

Christian Growth Series, Primary I, Fourth Quarter

By MRS. KARL S. OELSCHLAGER

IT SEEMS to me that *aims* are like the conclusions arrived at by the surveyor after having carefully collected his data. He might be assigned to the task of finding out how a new irrigation project could be built on the land, making it more productive. How surprised this same surveyor must be, months later, to gaze upon the *desired outcome* of his labor—the *desired outcome* which he envisioned!

Heart-soil

You and I, Christian Teacher, can by the help of God to rebuild our heart "heart-soil" (see Parable of the Sower, Luke 8:4-15). We try to make poor heart-soil fertile by irrigating with the "water of eternal life" (John 4:14). Then God's Word will grow there. Oh, joy it is to see some of the *desired outcomes* blooming in the lives of the girls and boys we are teaching!

By taking a surveyor's glance at Unit A of Primary I, Fourth Quarter, we notice that our *aims* are especially toward *desired outcomes* numbers four and six listed on page four of the Teacher's Guide. Let us consider number

four, "Use of the Bible," in the light of our *aims* for Unit A.

Do not we teachers need to be reminded to study God's Word more frequently and conscientiously? How long has it been since we used Halley's Pocket Bible Handbook, Dummelow's Commentary, a Bible dictionary, or similar helps as aids to Bible study? Of course we wouldn't think of quoting directly from them to Primary children on Sunday! Yet it is still true that a teacher many times teaches more by what he is than by what he says.

It's Catching

For example, after having prayerfully studied Genesis 25 for Lesson 1, you'll want to study the whole story of Jacob and Esau in preceding and succeeding chapters. You will be so full of zeal for Bible study and will have reaped such a blessing that the children will catch this fine attitude from you. At some time during the ses-

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sion you will naturally say, "Let us find the story in our Bibles (or class Bible). Perhaps you will want to suggest that they neatly underline the memory verse with a red pencil, after you are sure that you have made the meaning clear.

Unit A gives us an excellent opportunity to examine our story telling method. A well told Bible story can be quite thrilling. Read a good book on story telling so that when you tell the story of Moses in Lesson two, the direct conversation of the Princess, Miriam, and "Nurse" will make the characters seem alive.

Joshua-Saviour

Do remember to make the story of Joshua your own. The story printed in the leaflet is only a guide, something for father and mother to read to two or three children at home, not for the teacher to read to eight or ten. A reminder that Christ is also portrayed in the Old Testament, though hidden, is brought to our attention by the portrait on the leaflet cover for Lesson three. Joshua, who delivered his people from their enemies, reminds us of Christ (Luke 1:70-71). His very name means Saviour even as does Jesus' name.

Since there are stories about a king (Solomon), shepherd-prophet (Amos), a captured prophet

(Daniel), and a judge (Gideon), it would be well to acquaint at least the third grade children with customs surrounding the lives of these Biblical leaders. Even six-year-olds will be eager to learn that a prophet was a person who told his people what God wanted them to know. If the people would obey God, said the prophets, they would be happy.

Flannel Board

The whole quarter affords you an opportunity to start using the build-up type of picture called Flannelgraph. Why not determine to prepare at least two or three of the Bible stories in this quarter with colorful characters placed on the flannel covered visual-aid board? Yes, this will take extra effort in preparation; it will also force you to prepare the telling of the Bible story so well that you can be free from notes in order to handle the pictures smoothly.

There is another advantage. If you ever have trouble preparing and guiding the activity part of your session this is the answer. The children need not always be coloring, drawing, or cutting. On the Sunday you present the flannelgraph lesson, they will be delighted to retell the story by placing the figures on the board.

Our Teacher's Guide suggests dramatizing the stories which is an-

an excellent activity to substitute for "handwork," provided you have the space and a moderate size class. If these limitations beset you, having one or two children pose a scene from the story as a living picture. The rest of the class may guess which scene or picture is being portrayed.

Let us now look at *desired outcome* number six, "Christian Adjustment." Perhaps we often neglect aiming toward this outcome because our changing world is continuously baffling us teachers. To help our pupils adjust to their environment in a Christian way, more study, more prayer, and more adjusting will be required. Are we willing?

Know Your Pupils

Before we can really apply the stories about God's Helpers, we must know the pupils. We might make more profitable use of *pre-session* time for friendly fellowship. During the activity period we may make observations of abilities, needs, likes, dislikes. Then there is still no substitute for the *living* teacher. What evangelists could be to unchurched families! There are also the Christian parents who are always grateful to know the objectives for which the teacher is striving. The church school must serve as a guide to the home to prove these Christian truths of Unit A: forgiveness,

friendliness, the fear of God rather than the fear of men, prayer life, service to Christ, temperance, thoughtfulness. Christian adjustment is the keynote to balance in today's society. We face whatever may come with Christ!

In Lesson four you have the opportunity to point out how thankful we should be that the president of our country seeks God's help in prayer for his difficult tasks. The "rules" in Lesson seven may be used as a basis for review as well as a motivation for the next Unit. They could be posted on a large sheet. With second and third graders, the Bible verses which were memorized could be printed on the sheet also.

A Prayer

To begin our preparation for Unit B, let us think in terms of Christian love. We need to examine our own attitudes, prayerfully and carefully. If we are ashamed to bring into our fellowship some of our world neighbors, Christ is ashamed of us! As soon as the Lord Jesus has led us to confess sins of neglect in our community and nation, He finds us susceptible to the support of world missions. Here is a prayer to teach children:

"Dear Jesus, bless all the little children,

Wherever they may be;

Although in homes so lowly

Thou everyone dost see.
 We love them, and You love
 them;
 Oh, may they grow to be
 A band of faithful Christians,
 Obedient, Lord, to Thee."
 —Author unknown.

Plan to have the oldest children or class in the department make the outline map suggested in the Teacher's Guide, page 38. Another class might supply the pictures of children to paste on each continent. Each class might spend at least one activity period during the unit making invitations (see page 39, T. G.). If there is a weekday session with children, it would provide additional time for other activities suggested in the Teacher's Guide.

Session ten provides the opportunity to talk about the minority

groups such as migrants, Mexican, Indian, or other groups in your community. Use the picture, "Follow Me" by Tom Curr, when discussing this lesson. This picture is in the Christian Growth Series, Primary III Picture Set.

In Lesson twelve, the term "wellfare work" could be used instead of "inner missions." It is the trend among Social Workers to do much personal work helping individuals to feel welcome in the local church group. St. Paul has given us an inspiring example as a great teacher and missionary.

Let us join together in prayer for one another and for our pupils as we embark on the adventure of teaching this Fourth Quarter's lessons to our primary children in the name of our Master Teacher, Jesus Christ.

FLANNELGRAPH

Frances Heffner and Oletta Wald in *Teaching with a Plus*: "In telling stories to primary children the best method is to tell the story first and then display the picture. Center your discussion on the picture."

Gertrude Mees Vogeley in *Our Primary Children*, CHRISTIAN GROWTH SERIES teacher's guide: "Flannelgraph may become an acceptable and constructive teaching device if the children are allowed to contribute their ideas and skills in its use. Try to avoid the use of "predigested" cutout materials. Avoid also making of flannelgraph "magic display" which the teacher operates for the pupils."

Irene Smith Caldwell in *Our Concern is Children*: "Our children learn to meet their own problems and solve them in a Christian way only when they can see themselves through the eyes of other Christian children and identify themselves with their experiences." The author then illustrates the use of the story to meet this need and continues, "In order to give them this experience the present environment should be shut out in every way possible. The teacher can seldom use pictures, flannelgraph or objects during the story. These all keep the children's minds on the present."

Helps for Teachers of Juniors

Christian Growth Series, Junior I, Fourth Quarter

By HILVIE MAE OLSON

Someone has said that even greater than the need for more worshippers in our churches is *the need for more Christian living in today's world.*

Jesus taught us to love our neighbor as ourself. Most of the disorders of today's society, such as war, strikes, race riots, stem from selfishness and fear. If all the church citizens in our country had been willing to apply the principle of Christian love in all relationships, many of today's social problems would not exist. Many of them can now be healed only by practicing complete unselfishness.

The quarter in the Christian Growth Series entitled *Where We Live* presents a vital study for 1954. It gives us teachers opportunity to help the juniors realize that Christ gives us power to live according to His teachings—in our country, in our homes, in our neighborhood, and at school.

Although juniors cannot be blamed for our frustrated society, they can realize that God wants His people to show unselfish love to one another everywhere. He expects juniors, as well as the rest of us, to obey Him in all our every-

day relationships. Juniors need to be guided to recognize God's will for family and community living.

Heinecken's *Truths We Live By* of the Teacher Training and Leadership Education Series is a book I highly recommend for the teacher's own study. While it gives little material to use in the actual teaching situation, it gives the teacher a deeper understanding of the truths so important in this quarter's study.

Teaching This Quarter

For teaching the juniors, the teacher's guide and study book provide excellent guidance. Each unit is introduced separately in the guide, with much help for its development. Several excellent and practical teaching activities are described for each unit.

Teachers should start now collecting and filing pictures and magazine clippings for use with the units. There may be four folders, one to go with each unit. Headings would be "Living in Our Country," "Living in Our Homes,"

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"Living in Our Neighborhood," and "Living at School." These files would be accessible to the juniors for selection of material for the bulletin board and for other activities.

Audio-Visuals

An excellent filmstrip to show to the entire Junior Department with Unit C, "Living in Our Neighborhood," is the popular one produced by Wartburg Press. This filmstrip, *Be a Missionary*, not only will challenge the juniors to witness in their neighborhood, but will also give them some real help for that task. It may be purchased from your audio-visual supply house for \$3.

The thirty-minute sound film, produced by The Lutheran Church-Missouri Synod, titled *My Brother*, presents the Christian answer to race prejudice. It is a wonderful film for a departmental get-together or for a family night gathering sometime late in July or early August. Fortunate indeed is the church which books it for showing the week following lesson 3, "Black, Yellow, and Red Children Are Citizens Also!" This and others of the television series, **THIS IS THE LIFE**, should certainly help all of us to witness more effectively *where we live*.

(*My Brother* rents for \$9 a night. Send your request to your

audio-visual service as early as possible, and give the date you wish to show it.)

Worship Planning

Suggestions and helps for worship planning are given along with unit projects. Worship center pictures may be selected from the Beginner and Primary **CHRISTIAN GROWTH SERIES** teaching sets.

A suitable picture for the worship center at any time this quarter is Primary III, picture 13. It's of the Risen Christ—the One who enables us to witness *where we live*. Or, with Unit A, "Living in Our Country," the picture of Jesus with the children of many races, Primary III-15, or Beginners II-8, would be applicable.

With Unit B, "Living in Our Homes," the best Bible picture from these sets is that of the boy Jesus in his home. It's Beginners II-9.

A picture of Jesus preaching his sermon on the mountain, when he taught us to treat others as we would like for them to treat us, would be suitable for the worship center when Unit C, "Living in Our Neighborhood," is studied. Several such pictures are in the sets. Their numbers are Beginners II-1, Primary I-12, and Primary III-2 and 16.

For Unit D, "Living Awhile at

school," I would suggest either a picture of Jesus teaching His disciples, Beginners I-17, or the one of the eager twelve-year-old Jesus in the temple. It is Beginners I, picture 3.

Augustana teachers, be sure to consult the Women's Missionary Society's book, *Christian Growth Through Sharing*—Junior I, for guidance in emphasizing missions in both the worships and the study.

A Few Notes

As stated before, this quarter presents a vital study. The tools that we have for teaching it are excellent. As an example, note the emphasis on world friendliness in Unit A. The teacher's guide gives some interesting information in addition to that in the study book. The teacher may wish to copy some of this material on fact cards. These, and the "Interesting Missionary Facts" section of *Christian Growth Through Sharing*—Junior I, would be for the children's own reference.

With Unit A don't overlook the example of the 3,000-mile unfortified boundary between Canada and the United States as a symbol of international friendliness (lesson 4). This friendliness is indeed something to be thankful for! Juniors in both of these countries will be studying this unit at the

same time. Also, when the people of the United States are celebrating their Independence Day, the people of Canada are celebrating Dominion Day. These facts are well worth mentioning in class.

With the unit, "Living in Our Homes," another opportunity to promote home and church school co-operation is ours. We teachers need to make the most of each such opportunity, for the home is certainly the basic teacher of religion. Christian living begins there and is nurtured there.

Guided Reviews

A section in each week's *The Olive Leaf* Sunday school (Augustana) paper is aimed to help the junior review his lesson through guided reading of the day's Bible texts, and to give him opportunity to share it with the others in the family. Teachers should encourage the juniors to read one of the seven passages each day at home. Also, teachers should explain to the parents that "Junior" is able and eager to read these familiar selections from the Bible, but sometimes needs help with the longer and more difficult ones.

The first activity suggested with Unit C (page 44 in the guide) presents a challenging project that could culminate on Rally Day. Would such a survey be practical in your neighborhood? I know of

many communities where it would be very worth while. The filmstrip, *Be a Missionary*, could be shown to the juniors the day they make plans for the survey.

How fitting that the unit, "Living Awhile at School," is taught just at the time school begins! It gives the leader of the juniors a

chance really to help them appreciate their school experiences, and to know that Christ wants them to do their very best at school.

Juniors can show love to one another at school as well as in their neighborhood, their homes, and their country. We can all be witnesses for Christ *Where We Live*.

"FISHERS OF MEN"

All of us are familiar with Jesus' statement to Simon Peter and his brother Andrew—"I will make you fishers of men" (Matthew 4:18-20) but few of us accept fully Christ's invitation to become enterprising apostles for His sake or put our faith into action by telling others of His Gospel and winning them for Him! The pupils of Bethany Lutheran Sunday School of Denver, Colorado, however, not only have heard the call to crusade for Christ but have formed a "Fishermen's Club" as a medium through which they can "cast their bread upon the waters." They have determined not to be passive believers and followers, but, as partners with Christ, to enlist in His program of evangelism to help and to win souls for His Kingdom!

The Bethany Fishermen's Club is composed of pupils from the primary, junior, and intermediate departments of the church school who not only have invited others, but also have gained them as permanent members of the Christian education division of their church. For the first "catch," each one receives a bronze pin emblazoned with a cross dispelling rays of light. The second award, showing the number of pupils won, is a gold pin with a white cross and Bible on a field of blue with golden beams radiating from the cross. The number is changed each time that fisherman gains an additional member, so that the program can be continuous. Begun in October, 1953, the Fishermen's Club alone has increased the Sunday School enrollment five per cent.

—by MRS. THERON STARK,
Adams City, Colo.

Helps for Teachers of Intermediates

Christian Growth Series, Intermediate I, Fourth Quarter

By JOHN E. STALLKNECHT

AT THE beginning of every quarter we should ask ourselves the reason for studying these lessons. This quarter informs us how God, in the Old Testament, revealed the majesty of His Love and prophesied His method of salvation. How can we help ourselves in presenting this message?

Pray. We should pray for guidance in preparing and teaching our lesson. We should pray for open minds—rich for the sowing of His Word. We should pray for success so that the message of God is glorified!

Study. Study the general outline of the lessons: Early man and the Bible, The Hebrew People, Bible and Other Lands, Poetry of the Bible. Study the lesson aims and how the messages apply to intermediate life. Keep alert for everyday examples by living your lesson each week. Study your Bible. Be positive in presenting Bible facts. Believe in what you teach. Intermediates are not easily fooled.

Prepare your tools. Visit your local museum to examine Bible exhibits. Use good reference books. Halley's "Bible Handbook" is nearly a must. Keep the New Re-

vised Standard Version of the Bible at your fingertips. It will help the slower students. *The Graphic Bible* by Lewis Browne has many good maps in it. You will need several good history books of Bible peoples and ancient lands. Your students are studying Bible history in the public schools and they will be partly familiar with the facts you are introducing. Make a collection of visual aids. Review basic Bible and Christian truths. Most intermediate children remember the memory work of confirmation but forget the meaning of basic words. Have material prepared so that during the quarter your students can make a scroll of one or more favorite chapters of the Bible.

Develop general techniques. Allow participation of students in the opening and closing exercises of the church school. Permit questions at any time on any subject. If your students are allowed free expression you can do your best work with them. Answer all questions. Get answers from a qualified

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source if you don't know yourself. Develop in your pupils the technique of using cross-references. This makes the Bible *one* book. It stimulates the interest of the class and keeps the faster students busy. Familiarize your students with the backgrounds of the authors of the books of the Bible.

Aids

Inasmuch as Lesson 1 "We Examine the Bible" introduces the quarter, our visual aids can be of outstanding help. *The Bible Through the Ages*, a filmstrip by the Christian Education Press, depicts the growth of the Bible and would be an appropriate starting point. *The Good Book*, a sound filmstrip by the American Bible Society, tells us of the important events in the development of the Bible and the part the Bible played in developing America. The showing of Bibles in Hebrew, Greek and other languages makes an interesting starting point.

If you do not use a film, go into a cross reference study of II Peter 1:16, 21 (called for in the lesson) and Mark 9:2-8, Luke 8:28-36. These passages show the *one* fundamental message for all the books of the Bible and prove that many writers wrote what they saw. If time permits allow students who have foreign language studies to recite something Biblical in an-

other language. This will demonstrate the universal Bible message.

In Lesson 2 "Whose Book Was It First" a review of early Jewish history will be of great help. The study of Abraham, his relationship to Noah and his faith, will highlight the lesson. Use the map on page 13 to develop the history of early man and his relationship with God. Intermediates like to use a pencil. If time permits, pictures of early civilizations (Semites, Sumerians) can be very helpful.

How Collected

With Lesson 3 "How Was the Old Testament Collected" use Guy Rowe's *In His Image*. It shows realistic pictures of many of the Old Testament writers and people and can be of great help. The Book of the Apocrypha should be studied. Be prepared to tell why there are differences between Protestant and Roman Catholic Bibles. You will be asked. Allow students to make tablets of stone from cardboard with the ten commandments on them.

With Lesson 4 "How Did the Hebrews Live" visual aids are most helpful. *Encyclopedia of Bible Life* filmstrips by the Society of Visual Education are useful. The sections: "Agriculture and Food" (41 frames), "Culture and Dress" (46 frames), "Art, Drama and Worship" (43 frames), and

"Trade and Commerce" (46 frames) are appropriate. Pictures of Hebrew life from the library or some other source will brighten the lesson. A study of environmental changes and their bearing on the Hebrew national life may prove fruitful. For example, the Hebrews of Egypt, were vastly different from the Hebrews who came out of the wilderness to conquer Palestine.

Family

Lesson 5 "How Did the Hebrews Learn" is a good lesson in which to study Christian family relationships. It may be useful to discover how the modern Jewish boys study the Law. Similarity and differences to our confirmation may be discussed.

For Lesson 6 "How Did the Hebrews Worship," the filmstrip, "The Synagogue," from the "Two Thousand Years Ago Series" may be useful. "Solomon's Temple," a filmstrip, will help in your discussion. A model of the Tabernacle will make this lesson different. Some of the definite forms of worship can be demonstrated with the model. A study of leprosy, Leviticus Chapters 13, 14, linking medicine and religion is thought-provoking.

For Lesson 7 "Great Days for Hebrew Worshipers" use "A Picture Book of Palestine" by Ethel

Smither. It has an interesting chapter of Hebrew festivals. If possible, visit the Jewish community and see the booths where some of the Jews, even today, live during the Feast of Tabernacles. Associate the religious background of Thanksgiving with the Feast of Pentecost. Review and develop the Passover Feast and connect the idea of Christ as our Passover Lamb.

Lillies of the Field

In Lesson 8 "The Layout of Bible Lands" the use of a filmstrip, "Old Testament Geography," from the "Encyclopedia of Bible Life" could be a highlight. Pictures of Palestine will be helpful. A striking and vivid impression is an anemone in bloom. This flower is considered the "lilies of the field" of the Bible and it blossoms about this time.

For Lesson 9 "Bible Times in the Outside World" maps of the ancient world are necessary. A study of the history of Egypt, Babylon, Persia, and Greece will prove helpful. An interesting sidelight is that Zoroaster's God of Light was Mazda—trade name of a modern electric light bulb. The writings of Socrates and Plato show us how men try to identify God through reason. The Bible is a priceless gift! The teacher will

have to digest much of this information because of the time limit.

Lessons 10-13 "Poetry of the Bible" gives the teacher an opportunity to remove the "taskmaster" idea connected with the reading of poetry developed by some public schools. Students should definitely read the scripture lessons during the opening exercises of this period. Group reading by members of the class will develop appreciation of poetry. Reading of other religious poetry will create interest.

The book of Job should be studied with care. Do not be afraid of it. A good Bible Handbook will help you. Discussion of the book with other people and with your pastor will increase your knowledge. Any book on early American philosophy discusses the existence of evil and will stimulate your thinking. Job has a real meaning for intermediates.

To conclude the quarter on a high plane the teacher should use part of Lesson 13 for a discussion of "How the Bible Is Building Israel" by Blake Clark. This article is found in "Readers Digest," March, 1954 issue. It brings the study of modern He-

brew archeology and the study of the Old Testament into sharp focus. It is modern, vivid proof of our Bible.

WHERE TO GET THEM

Books and Audio-Visuals Mentioned Above

Books—Available from your Church publication house.

The Graphic Bible—Lewis Browne
Published by The Macmillan Company, New York

In His Image—Guy Rowe
Published by the Oxford University Press, New York

A Picture Book of Palestine—
Smithers
Published by Abingdon-Cokesbury
New York

Films—Available from your Church publisher or audio-visual service.

The Good Book
American Bible Society
45 Astor Place
New York 3, New York
Encyclopedia of Bible Life
Society of Visual Education
1345 W. Diversey Parkway
Chicago, Illinois

Two Thousand Years Ago Series
United World Films
1445 Park Ave.
New York 29, New York
The Bible Through the Ages
Christian Education Press